

Portland State University

PDXScholar

---

Online Northwest

Online Northwest 2017

---

Mar 31st, 3:30 PM - 3:35 PM

## Electronic Marginalia

Lorena O'English

*Washington State University*, [oenglish@wsu.edu](mailto:oenglish@wsu.edu)

Follow this and additional works at: <https://pdxscholar.library.pdx.edu/onlinenorthwest>

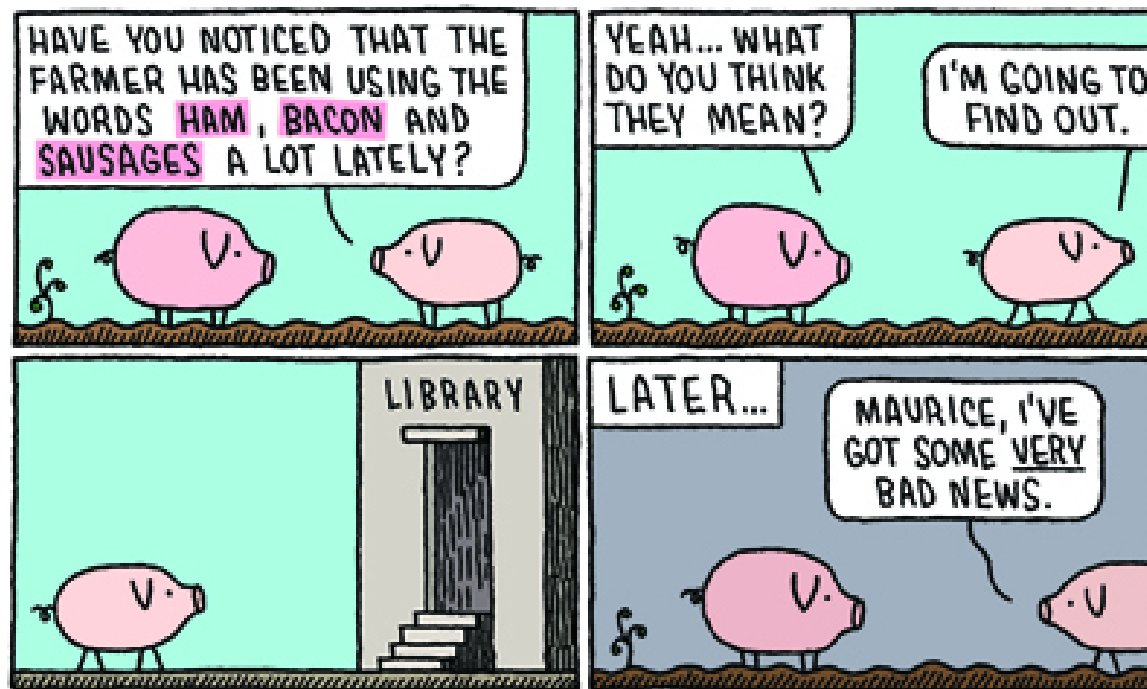
**Let us know how access to this document benefits you.**

---

O'English, Lorena, "Electronic Marginalia" (2017). *Online Northwest*. 19.

<https://pdxscholar.library.pdx.edu/onlinenorthwest/2017/schedule/19>

This Lightning Talk is brought to you for free and open access. It has been accepted for inclusion in Online Northwest by an authorized administrator of PDXScholar. Please contact us if we can make this document more accessible: [pdxscholar@pdx.edu](mailto:pdxscholar@pdx.edu).



## Electronic Marginalia:

Lorena O'English

Washington State University Libraries

@wsulorena [oenglish@wsu.edu](mailto:oenglish@wsu.edu)

Online Northwest 2017

# Why Annotate

## ► Annotating is Reading for Understanding and for Discussion:

- Conventions
- Comprehending
- Contextualizing
- Classifying
- Critiquing
- Connecting

Short term: Review and understanding

Longer term: Significance

The long term: Development of expertise  
and dialogue



# Web Annotation

- ▶ Web Comments

- ▶ Disqus

- ▶ Fisking

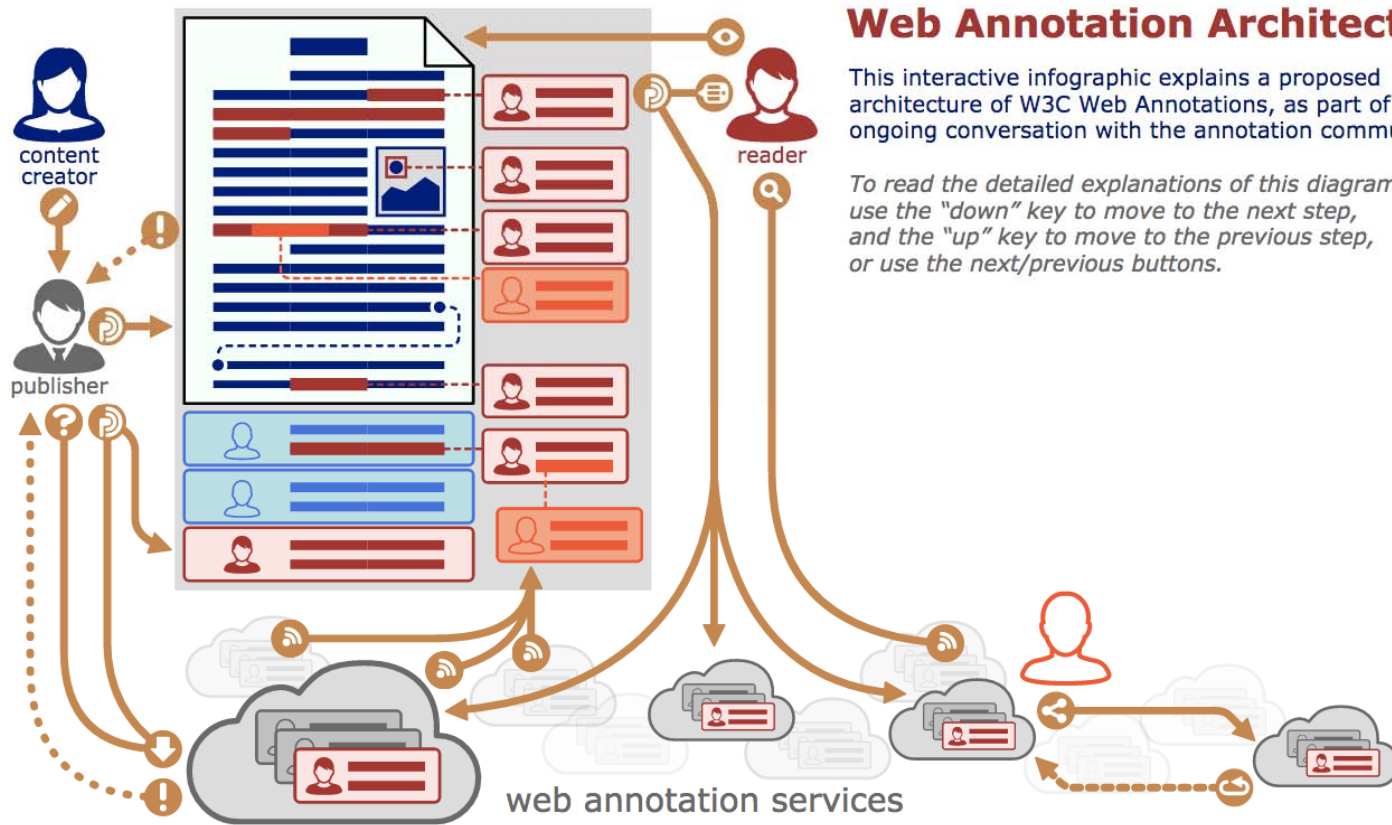
- ▶ Web Annotation

- ▶ In original vision of the Web (Mosaic)
  - ▶ Now a Web standard developed by the W3C Web Annotation Working Group (2/23/2017)
    - ▶ Open source
    - ▶ Interoperable

## What are Web Annotations?

“Traditional annotations are marginalia, errata, and highlights in printed books, maps, picture, and other physical media. Web annotations are an attempt to recreate and extend that functionality as a new layer of interactivity and linking on top of the Web. It will allow anyone to annotate anything anywhere, be it a web page, an ebook, a video, an image, an audio stream, or data in raw or visualized form. Web annotations can be linked, shared between services, tracked back to their origins, searched and discovered, and stored wherever the author wishes; the vision is for a decentralized and open annotation infrastructure.”

<https://www.w3.org/annotation/>



## Web Annotation Architecture

This interactive infographic explains a proposed architecture of W3C Web Annotations, as part of an ongoing conversation with the annotation community.

To read the detailed explanations of this diagram, use the "down" key to move to the next step, and the "up" key to move to the previous step, or use the next/previous buttons.

<https://www.w3.org/annotation/diagrams/annotation-architecture.svg>



# Annotating with Diigo

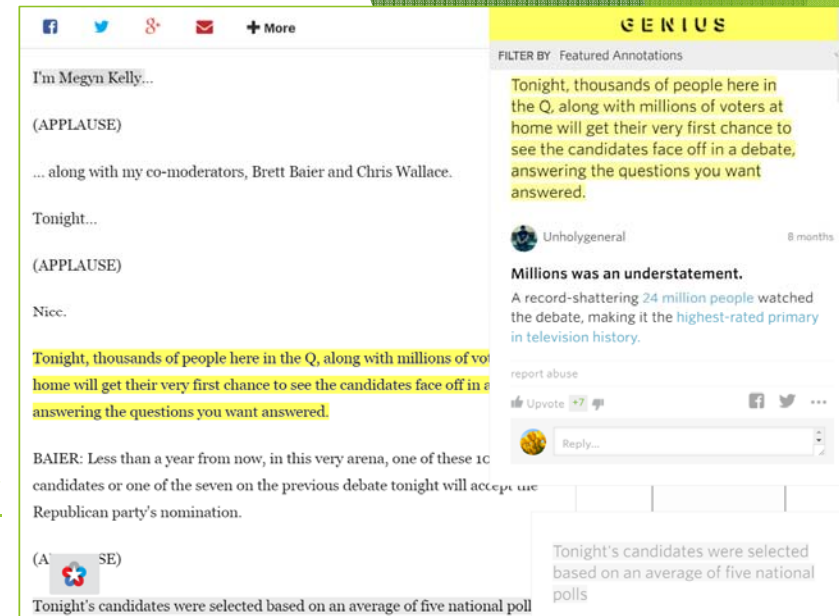
- ▶ Multi-service around since 2006; free/mium service (free educator accounts), including social bookmarking, online PDF annotation, and web annotation (recent re-focus)
- ▶ Web annotation via sticky note and highlighting
- ▶ Annotations can be private or for a specified group (must be logged in to see)
- ▶ Proprietary markup code, not W3C-standard compliant
- ▶ Chrome & Firefox extensions, Safari, Mobile apps

<http://www.nytimes.com/2016/03/15/business/media/moneyball-for-book-publishers-for-a-detailed-look>

The image is a screenshot of a web browser displaying a New York Times article titled "Moneyball for Book Publishers: A Detailed Look at How We Read". The article discusses how publishers are using data to understand reader behavior. Several passages are highlighted in yellow, and a sticky note is attached to one of them. The sticky note contains the text: "Mr. Rhomberg's company is offering publishers the tantalizing prospect of peering over readers' shoulders. Implications? How many people are using Jellybooks? Aggregation vs individual data?". Below the article, there is a section for "RELATED COVERAGE" featuring a link to "Electronic Marginalia" by Lorena O'English, Washington State University. The Diigo annotation interface is overlaid on the right side of the browser window, showing a form for creating a new annotation. The form includes fields for "Presentation Type" (Lightning Talk), "Description" (Increasingly students and researchers are reading documents and other sources online. Annotation is a crucial part of critically... and prepare for later re-reading and review... discuss modes of electronic annotation and i...), "Learning Outcomes" (Increase awareness of web annotation, Learn about positive and negative aspects of...), "Conference Track" (Other), "Twitter Handle(s)" (@wsulorena), and "Comments/Notes". A dropdown menu for "Choose a group" is open, showing a list of groups including "CTLT and Friends", "Diigo In Education", "edumoooc", "Group of Me", "MLMOOC", "teacher-librarians", "tlt repository", and "Zotero". The "Post" button is visible at the bottom right of the form.

# Annotating with Genius

- ▶ Document/Image annotation [genius.com](http://genius.com) (lyrics, news, [history](#), literature, sports, screen, tech...)
- ▶ Integrated into other apps such as Instapaper via an API
- ▶ Web annotation
  - ▶ [Genius.it/http://pdxscholar.library.pdx.edu/onlinenorthwest/2017/schedule/19/#annotations:11586763](http://genius.it/http://pdxscholar.library.pdx.edu/onlinenorthwest/2017/schedule/19/#annotations:11586763)
  - ▶ (proxy)
  - ▶ Chrome extension, browser bookmark, embed, plugins & code
- ▶ Proprietary markup code, not W3C-standard compliant
- ▶ Can embed code so non-Genius users can see annotations ; otherwise must be logged in to see/add ; no private web annotations!
  - ▶ [Educator accounts](#) allow for semi-private, class-specific annotation

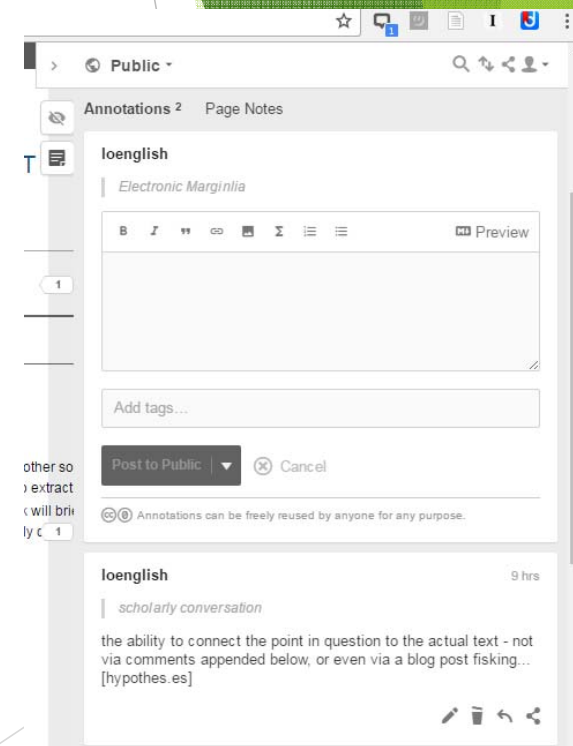
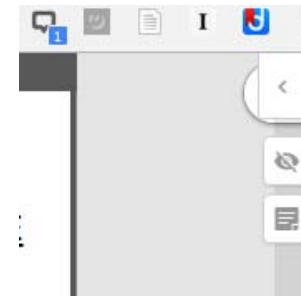
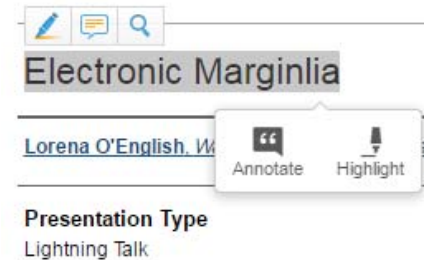


“Working with Genius allows us to instantly add context to major news events like the upcoming political debate,” said Cory Haik, Executive Director for Emerging News Products. “As we continue to experiment with new ways of storytelling, leveraging this technology helps us more deeply engage readers by providing a unique and comprehensive news experience.”

# Annotating with Hypothes.is

#OpenAnnotation

- ▶ The most scholarly of the web annotation systems; part of a coalition of publishers, libraries, and more.
- ▶ Open source, interoperable
- ▶ Private, Public or group-only annotations
- ▶ Chrome extension, Firefox bookmarklet, proxy, embed code
- ▶ Includes online PDF annotation
- ▶ Making a push for use in the classroom (high school and higher education)
  - ▶ Digital Polarization Initiative, SciBot
- ▶ Making a push for use as a mode of post-publication critique and peer review





onlinelibrary.wiley.com/doi/10.1002/jnr.23699/full#annotations:qayS9KLiEeaghKsIXP\_mdg

Anti-mouse 568	IgG (H+L) secondary antibody, Alexa-Fluor 568 conjugate	Life Technologies, catalog No. A11031; RRID:AB_10562715; polyclonal
Anti-chicken 647	IgY (H+L) secondary antibody, Alexa-Fluor 647 conjugate	Life Technologies, catalog No. A21449; RRID:AB_1037421; polyclonal

a. Guanosine triphosphate.

The Envision<sup>®</sup> rabbit/horseradish peroxidase (catalog No. K4011; RRID:AB\_2298772) consists of a goat anti-rabbit secondary antibody complexed to horseradish 1). This antibody is supplied with the Envision<sup>®</sup> kit and has been verified by n.d.). Anti-NeuN (mouse monoclonal; 1:400; catalog No. MAB377; RRID:AB\_2298772) and anti-MAP2 (chicken polyclonal; 1:3,000; catalog No. ab5392; RRID:AB\_2298772) were used as neuronal markers (Table 1). The details and specificity of anti-MAP2 have been described previously (An et al., 2012; Foxworthy et al., 2011). Alexa dyes (goat anti-rabbit 488 [catalog No. A11034; RRID:AB\_10562715; Li Grand Island, NY], goat anti-mouse 568 [catalog No. A11031; RRID:AB\_10562715], and goat anti-chicken 647 [catalog No. A21449; RRID:AB\_1037421]) were used at 1:1,000 dilution.

### Statistical Analysis

All behavioral data are expressed as group mean (±SEM). Behavioral and biochemical data were analyzed by repeated-measures ANOVA (treatment over time) and Bonferroni post hoc test compared with a common control (vehicle) unless otherwise specified. Post hoc overall ANOVA, including all groups, permitted pairwise ANOVA between groups.

scibot Nov 4, 2016

AB\_2298772

Proper Citation: (Millipore Cat# MAB377, RRID:AB\_2298772)

Antibody ID: AB\_2298772

Cat Num: MAB377

Clonality: monoclonal antibody

Comments: We can any comments Useful for western blot, immunoprecipitation, immunohistochemistry, immunocytochemistry NULL

Host Organism: mouse

Proper Citation: (Millipore Cat# MAB377, RRID:AB\_2298772)

Reference: PMID:16680766

Target Antigen: Nrg1

Vendor: Millipore

resolver lookup

RRID:AB\_2298772

scibot Nov 4, 2016

/via.hypothes.is/https://freeinquiryblog.wordpress.com/#annotations:an6JxpggEeezwX-UUB8KNA

Public

Annotations 10 Page Notes 1

bfister Mar 16

Genuine higher learning is possible only where free, reasoned, and civil speech and discussion are respected.

There is one important feature from this list, and it's one that has been dismissed as coddling and being "special snowflakes" but actually is really important. People need to feel invited and encouraged to join discussions. There's an affective aspect to creating conditions for learning that is missing from this list with "civil" perhaps being used to convey this element. I'm not sure what word I would add, but perhaps "inviting, supportive, inclusive" - though for some "inclusive" is charged with leftist ideology.

bfister Mar 16

Only through the contest of clashing viewpoints do we have any hope of replacing mere opinion with knowledge.

The incivility and coarseness that characterize so much of American culture cannot justify a response of incivility and coarseness on college campus.

The impossibility of attaining a perfectly egalitarian sphere of

revOnlineNorthw....pptx Screen-Shot-2017....png revOnlineNorthw....pptx Show all

[http://onlinelibrary.wiley.com/doi/10.1002/jnr.23699/full#annotations:qayS9KLiEeaghKsIXP\\_mdg](http://onlinelibrary.wiley.com/doi/10.1002/jnr.23699/full#annotations:qayS9KLiEeaghKsIXP_mdg)

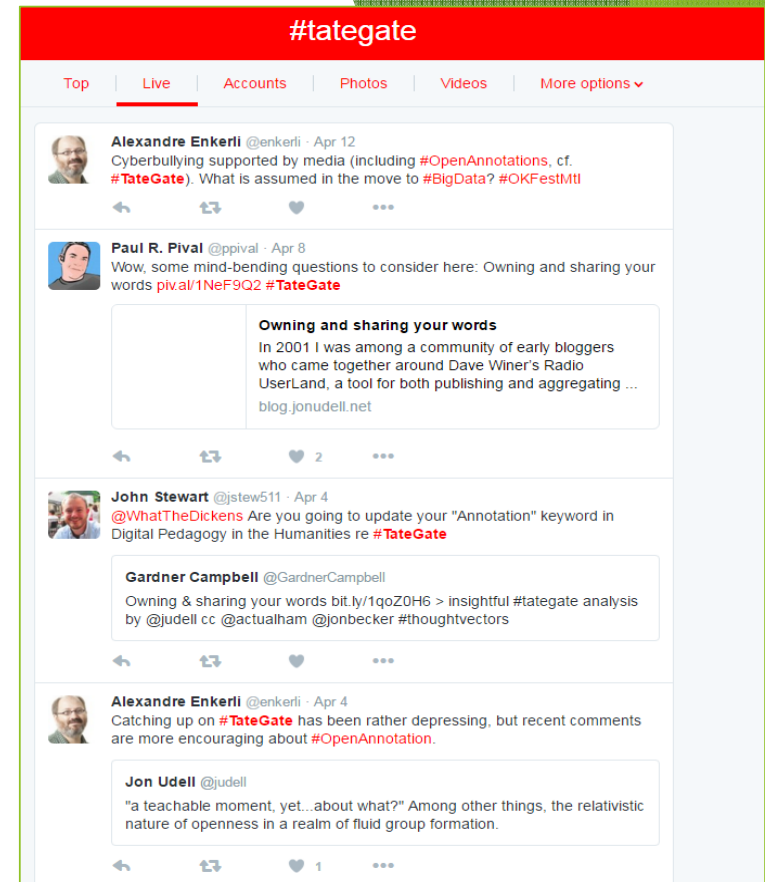
<https://via.hypothes.is/https://freeinquiryblog.wordpress.com/#annotations:an6JxpggEeezwX-UUB8KNA> to add text

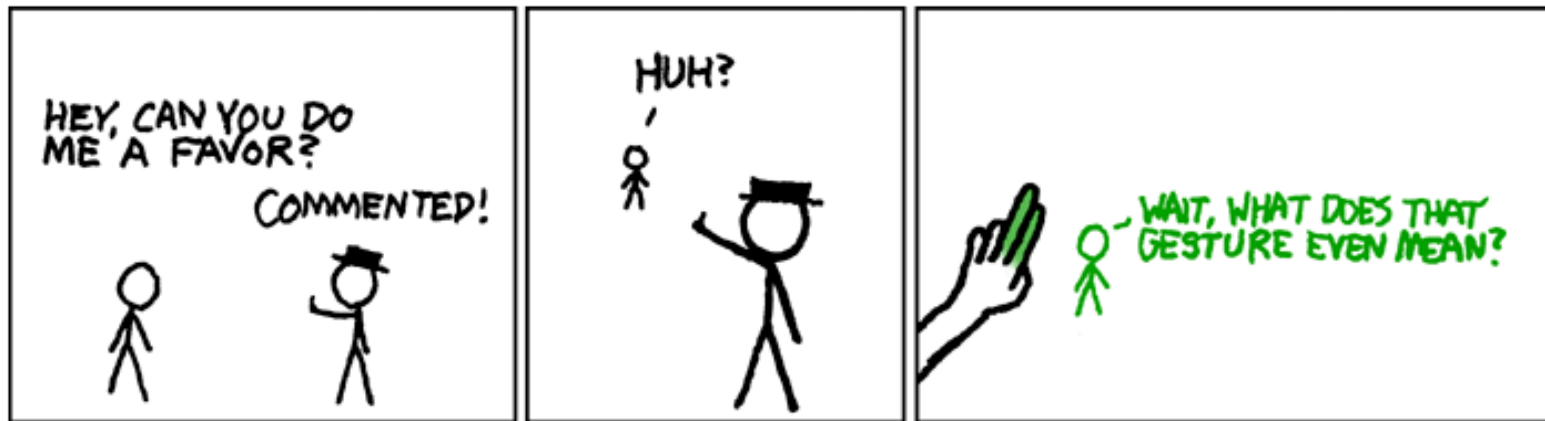
# Issues with Web Annotation

- ▶ Identity/Privacy
- ▶ Harassment/Security
- ▶ Intellectual Property
- ▶ Link Rot
- ▶ ??

Romano, Aja. "A Blog Post about Herpes Led to Fierce Debate about Annotations, Harassment, and the Open Web." Vox. 31 Mar. 2016.

<http://www.vox.com/2016/3/31/11336852/genius-annotation-controversy>





[|<](#) [< PREV](#) [RANDOM](#) [NEXT >](#) [>|](#)

PERMANENT LINK TO THIS COMIC: [HTTPS://XKCD.COM/156/](https://xkcd.com/156/)

IMAGE URL (FOR HOTLINKING/EMBEDDING): [HTTPS://IMGS.XKCD.COM/COMICS/COMMENTED.PNG](https://imgs.xkcd.com/comics/commented.png)

# Electronic Marginalia:

Lorena O'English

Washington State University Libraries

@wsulorena [oenglish@wsu.edu](mailto:oenglish@wsu.edu)

Online Northwest 2017

<https://xkcd.com/156/>